

Inspection report for early years provision

Unique Reference Number	EY362478
Inspection date	29 April 2008
Inspector	Alison Reeves
Type of inspection	Childcare
Type of care	Childminding

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The childminder registered in 2007. She lives with her husband and one child aged two years in Cheshunt. The whole of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She attends the local toddler group, takes children to the library and to the local park.

The childminder is registered to care for five children at any one time and is currently minding three children all of whom attend on a part-time basis.

The childminder supports children with learning difficulties and/or disabilities. She is a member of the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well supported by the care they receive, they follow established routines which help them to develop their understanding of the importance of good hygiene

practice and the consequences for their own health. Children are supported in becoming more independent with their personal care needs, they have individual flannels and towels to minimise the risk of cross-infection. Children are physically active each day taking part in energetic games in the garden and at the park where they test their bodies on the climbing equipment and enjoy running in the large open spaces. They use small tools with skill in mark-making and modelling activities.

Children follow a healthy diet as all foods are provided by parents in accordance with their child's individual needs. As a consequence, opportunities to look at healthy living and the effects of food and activity on the body have been limited. Children have access to drinks at all times. They have begun growing their own fruits on the kitchen windowsill, where small strawberries are growing and the children are eagerly awaiting their ripening.

Clear policies along with clear and detailed recording of accidents and medication ensures children's specific health needs are met. All entries are shared with parents and the relevant consents and signatures are obtained ensuring parents are fully informed about their child.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a comfortable home where they have freedom to move and all the necessary space, facilities and equipment they need. An extensive range of good quality toys and resources are used effectively to support children's development. Children are able to access the resources easily and they confidently select activities that interest them.

Children's safety is given high priority with a range of safety measures in place to prevent accidents. By setting safe limits children learn some sense of danger and how to protect themselves from harm. Regular checks on the home and equipment ensure children play in a safe environment with suitable toys and equipment. Children are familiar with the clearly displayed evacuation plan ensuring everyone is confident about the action to take in an emergency situation.

Children are safeguarded because the childminder has a detailed knowledge of child protection concerns, including the action to take if she has concerns about a child's welfare and where to seek support.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are engaged in a range of superb, highly imaginative activities. They are enthusiastic learners, keen to participate in the stimulating and exciting games and activities. Careful planning with each individual child in mind, means children enjoy what they do and are able to make progress, gaining knowledge and skills as they play. Children achieve well because the childminder is highly skilled and use her exceptional understanding of early years guidance, including the soon to be introduced Early Years Foundation Stage framework to provide high quality care and educational opportunities.

Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. High quality adult-child interactions are extremely supportive of children's language skills. Children are making sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences. For example, they play with the shaving

foam talking about the smell and how it reminds them of their daddies, they ask to add water and talk about how soft the foam feels, they liken the appearance to snow and enjoy making patterns in it with their fingers.

Children are captivated and often inspired by an extensive range of stimulating, relevant activities related to their needs. They delight in making the box tigers. They chose their own boxes and use large brushes to spread the glue and join the boxes together, they paint with enthusiasm agreeing the colour of the paint, the original is too orange for them they point out it is a more brownish colour in the photo. Children access an extensive range of good resources, which support their learning through play across all areas of development. All children are eager to get involved, are self-assured in their play and confident to try new experiences. They listen intently to stories and conversations. Older children readily use their creativity to represent their ideas, make cards for celebrations and to create their own individual art work. An excellent balance between adult and child-led activities allows children to learn at their own pace. The childminder is perceptive to children's interests during self-initiated play and use questions very successfully to challenge children's thinking and language skills.

Children are highly imaginative, using available resources to represent their ideas. Children work well together. For example, children cooperate when playing with the wooden train set sharing the engines and recreating familiar stories. Children gain confidence in using numbers in their play, they learn about letter sounds looking for objects with a common starting letter, this week the letter 't', where the children correctly identify the turtle, tractor, tree and tiger in the sound bag. They sing songs and rhymes to help reinforce learning.

Children's starting points are observed and used effectively to identify their next steps, their ongoing progress is carefully logged in the informative achievement books which are illustrated with photographs. The children are proud of their achievements and happy to share the books with others.

Helping children make a positive contribution

The provision is good.

Children play a full part in the childminder's home because she values and respects their individuality and the family context for each child. Children behave very well and are supported in understanding the house rules about being kind, sharing and helping each other. They are able to negotiate the use of resources and take turns. The high expectations and consistent boundaries help them to learn how to work together agreeing who will go first at a particular activity and learning to take responsibility for their own behaviour and actions. Children's understanding of right and wrong is developing, using appropriate discussion, questioning and gentle reminders to care for their surroundings, the childminder supports children's understanding of how to behave appropriately. Regular routines and discussion helps children to become increasingly independent and knowledgeable about their own needs and how these can be met. They confidently wash their hands following messy play, singing their hand washing song.

Children have plenty of opportunities to learn about themselves, each other and the world around them through planned activities, walks and visits to local towns. Children are involved in celebrating festivals from around the world and thoroughly enjoyed the flag making for St George's day and the dancing dragons for Chinese New Year. Resources reflect diversity and positive images of gender, these are part of the regular range of toys freely available to children. This ensures children are able to ask questions and to regard diversity as something positive

and valuable. Children make choices and take decisions about their care and play. They are eager to play outside and keep checking to see if the heavy rain has stopped, as soon as there is a break in the weather they get on outdoor clothes and head outside. The childminder respects their opinions and listens carefully to what children say, helping them to be confident in the choices they make.

Children's individual needs are met effectively because the childminder has a detailed knowledge of child development and disability, she understands how to assist children in making progress and is able to adapt activities to ensure all children are able to participate.

An effective partnership with parents contributes significantly to children's well-being. Parents have access to all policy documents including the complaints procedure. Their views about their children's needs and interests are actively sought before the child starts at the setting, and on a regular basis throughout their time there. Children's progress and development is recorded in the daily diaries and achievement book. This information is shared with parents frequently so that they are kept fully informed about children's day to day activities and the progress they are making. Children benefit greatly from the involvement of their parents in ensuring the move from home to childminder each day is as smooth as possible, ensuring they feel secure and ready to participate in the days activities.

Organisation

The organisation is outstanding.

Children's care is greatly enhanced because of the childminder's highly effective organisation of time, space, documentation and resources. Children are recognised as individuals and their characters clearly understood because the childminder values their uniqueness. She provides an inclusive environment where all children are welcomed. The childminder uses her extensive knowledge and skill to provide a stimulating and exciting learning environment. Attendance at training ensures the childminder keeps up to date with current practice and that she uses, effectively the knowledge gained to inform her childminding practice. As a consequence, children benefit greatly. The premises are very well organised, bright and colourful with indoor space laid out to provide a variety of exciting and engaging play opportunities. A detailed portfolio of all legally required documentation and supplementary information which contributes to children's health, safety and well-being is in place, shared with parents and regularly reviewed.

Children benefit because the childminder is experienced and highly skilled and able to put her training to practical use. Her comprehensive policies and procedures are consistently applied to ensure the day to day care, play and learning is of high quality. Her ongoing interest and commitment to training and the ability to reflect on her own practice and identify areas for development enhances children's experiences. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable, first inspection.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- support children in developing their knowledge of healthy living.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk